

STATE OF IOWA

THOMAS J. VILSACK, GOVERNOR SALLY J. PEDERSON, LT. GOVERNOR

DEPARTMENT OF EDUCATION
JUDY A. JEFFREY. DIRECTOR

Please distribute to all district and area education agency personnel who have responsibility for Comprehensive School Improvement Plans, Annual Progress Reports, and federal programs funded through the Elementary & Secondary Education Act

DATE: November 4, 2005

TO: Administrators of Iowa Public School Districts

FROM: Pamela Pfitzenmaier, Ph.D., Administrator

Division of Early Childhood, Elementary and Secondary Education

SUBJECT: Update on No Child Left Behind Requirements

This memo is intended to provide annual information to public school districts of the requirements included in the federal legislation, No Child Left Behind (NCLB). Although this memo is long, it is important that each section is read carefully because the lowa Department of Education (DE) continually updates the components. Information for which we have received questions from the field or clarifications from the United States Department of Education (USDE) is added each year.

Iowa's Plan

The federal government required each state to submit a consolidated plan that details how each state will implement NCLB. The most recent approved version of lowa's consolidated plan is located at http://www.state.ia.us/educate/ecese/nclb, at the document tab. (This is the DE's Website with information addressing NCLB.) A Frequently Asked Questions (FAQ) section is available for your questions about NCLB and/or specific programs at https://www.edinfo.state.ia.us/tcdiscussion/fag post.asp?g=4

NCLB Requirements 2005-06 School Year

1. Adequate Yearly Progress (AYP) Determinations. This section reflects a major change from last year's guidance for lowa public schools and districts. In the September 16, 2004, DE NCLB letter, it was indicated that beginning in the 2005-06 school year, districts would need to: (a) Assess all students in grades 3-8 & 11 in reading and mathematics, and (b) "Collapse" the grade level information into an attendance center goal for reading and mathematics achievement. Some of this information has now changed. Amended guidance is listed below:

Beginning in the 2005-06 school year, districts will be required to assess <u>all</u> students in grades 3-8 and 11 in reading and mathematics. However, for NCLB AYP accountability purposes, only grades 4, 8, & 11 will be held accountable to meet participation rates and annual measurable objectives (AMOs) in reading and mathematics. The remaining grade levels (3, 5, 6, & 7) must be annually assessed, but accountability for these additional grade levels will not be effective until the 2007-08 school year.

Grimes State Office Building - Des Moines, Iowa 50319-0146
PHONE (515) 281-5294 FAX (515) 242-5988
www.state.ia.us/educate

NCLB legislation requires that all students in grades 3-8 and one high school level be assessed in reading and mathematics beginning in the 2005-06 school year. However, the DE has received verbal confirmation from the USDE that the above amended accountability guidance is allowed under the "Wellstone Amendment" in the current NCLB legislation, Section 1111(b)(2)(J)(ii). This section of NCLB indicates that if a state has an accountability plan that includes averaging data for the previous one or two years immediately preceding a current school year to make AYP determination and there is no data available for that period of time, the state may use the existing grade levels for accountability purposes until such data are available. Therefore, by assessing all students grades 3-8 & 11 (reading and mathematics) in 2005-06 and verifying the data on the state's AYP Website, Iowa will be assured of having three years of accurate achievement and participation rate data to calculate school and district achievement proficiencies for the 2007-2008 school year.

During the 2005-06 school year, as districts certify their lowa Testing Programs' data on the AYP Website, the DE will reach out to those districts that appear to not have met the 95 percent participation rate for any grade level (3-8 & 11).

If the DE receives any determination from the USDE that varies from the guidance above, we will inform you immediately.

- 2. NCLB Annual Goals. All public schools and school districts will continue to be accountable to meet AMOs in reading and mathematics at grades 4, 8, & 11. When a school or district does not meet the AMO for one year, it is referred to as not making AYP. Annual measurable objectives and intermediate goals are required to reach 100 percent proficiency for all students by 2013-2014. Proficiency in Iowa is determined through the scores achieved on the Iowa Tests of Basic Skills (ITBS), the Iowa Tests of Educational Development (ITED), and the Iowa Alternate Assessment. A confidence interval of 98 percent and safe harbor may be applied to the AMO by the state as well as examining two and three years of data. Information on these two processes can be located at http://www.state.ia.us/educate/ecese/nclb/doc/ayptp.doc. If AYP is not met for two consecutive years, the school/district is designated as a school in need of assistance (SINA). Adequate yearly progress also includes other academic indicators of graduation rate (high school) and average daily attendance (elementary and middle/junior high school). Also included in the designation is the requirement that at least 95 percent of all students be tested.
- 3. Schools (Buildings) in Need of Assistance (NCLB Definition). Any public school in Iowa may be identified as a SINA. Title I schools identified as a SINA by the state and district will have a support team composed of area education agency (AEA) staff assigned to the building to assist in defining needs, and in preparing an improvement plan and budget that must be approved by the DE. If schools do not wish to access the services of the team, the district must demonstrate to the DE that technical assistance will be provided to the identified buildings. Districts must also notify their community of the school identification and efforts being taken at the school and district level to improve student achievement at the school site; and if the schools are Title I schools, they must offer public school choice within their district during the time the school is identified. Title I SINA must notify parents of the school choice options and the level of achievement at those schools. If a Title I school does not make the AYP goal for the third consecutive year, supplemental services must be offered to students. This information must be included in the school report card referred to in Iowa as the Annual Progress Report (APR). (Specific actions to be followed for parental notification, choice, and supplemental services have already been sent to the schools identified for the 2005-06 school year.) When school choice and supplemental services are required, there must be a 5 percent Title I set aside for each sanction with a maximum of 20 percent at the district level for Title I identified schools. Once a building is identified, it must make AYP for two consecutive years before the SINA designation is removed. Achieving AYP for one year provides a delay status in additional sanctions, but the building remains identified as a SINA.

For the 2005-2006 school year, Iowa will again use annual data for AYP decisions. It is anticipated that the state will pre-populate a Web-based collection system with the annual student achievement and participation data. Districts will continue to add any additional data required for identification and provide verification of data to the state for AYP.

- 4. District In Need of Improvement. All districts receive Title I funds in Iowa and thus are subject to the NCLB requirements of meeting AYP. A school district must meet AYP for reading and mathematics separately. Adequate yearly progress must be met by all grades required for testing and subgroups within these grades. A district can determine its AMO from the graphs at http://www.state.ia.us/educate/ecese/nclb/doc/armt.pdf. If AYP is not met for two consecutive years, the district will be designated as a district in need of improvement. Adequate yearly progress also includes the other academic indicators of graduation rate (grades 9-12) and average daily attendance (grades K-8). This designation requires a school district to file an improvement action plan with the DE. This action plan is contained within the Comprehensive School Improvement Plan (CSIP) with a required addendum to meet the requirements of NCLB. Districts newly identified will be notified of the additional requirements through a separate mailing directly to the superintendent. This addendum must be filed by November 30, 2005. Districts must also set aside 10 percent of Title I funds for professional development if identified for reading and/or mathematics.
- 5. Assessment, Participation, and Reporting. No Child Left Behind requires that all students in grades 3-8 & 11 be tested if they are <u>enrolled in</u> school on the day of testing. Testing windows for ITBS and ITED are established by lowa school districts in accordance with lowa Testing Programs' guidelines. No Child Left Behind also requires that schools and districts provide assistance to parents in understanding state student academic achievement standards. Interpretative leaflets for each of the required assessed grade levels are available at http://www.state.ia.us/educate/ecese/nclb/documents.html.

The AYP data reported must include the number of students not tested, by grade levels and content areas, and then by the subgroups of gender, race/ethnicity, Individualized Education Program (IEP), migrant, socioeconomic status (SES), and English language learners (ELL). Note: Gender, migrant, non-migrant, non-low SES, non-IEP, and non-ELL are all required reporting elements according to NCLB, but are not used for AYP decision purposes. The minimum number of students in a subgroup for proficiency (AMO) is 30 and the reporting number is 10.

Scores reported must be the scores that are established on the first time the test is taken within a school year. If a school or district administers an lowa test for a second time within the same school year, the scores from the first administration are those that count for accountability purposes. Scores for AMO are only counted if the student has been in attendance for a full academic year (FAY) (See item No. 7). Student scores for AMO are returned to the district of residence, except for open enrollment. Please refer to the decision matrix located at http://www.state.ia.us/educate/ecese/nclb/doc/decisionmatrix.pdf.

Districts have been provided \$6 per student for assessment-related activities. These assessment and accountability funds may be used to defray costs related to assessment system development, including purchase of assessments utilizing multiple formats and approaches; professional development regarding test administration, interpretation, and use of results; and development and maintenance of data management systems. When purchasing assessments, it is important to remember that not all students respond to a single format in the same way. As such, utilizing multiple formats not only provides opportunities for students to demonstrate their achievement in different ways, but also enables a district to assess standards and benchmarks that might be limited by a traditional selected response format. An allocation table and budget forms are posted to the DE's Website at http://www.state.ia.us/educate/ecese/is/titlevi/doc/alloc06.xls. Funds were allocated to districts based on the 2004-05 Basic Educational Data Survey (BEDS).

- 6. 95 Percent Participation Rate. Accountability for schools, districts, and states is based on student growth according to an AYP formula. For accountability purposes (label of school, district, or state in need of improvement), there must be a documented participation rate of at least 95 percent at the school and district level on the ITBS and the ITED for the entire grade level and the subgroups that must be tested. This 95 percent participation rate includes the students with IEPs who are taking an alternate assessment and students who attend alternative schools. Additionally, lowa uses two- and three-year averaging to check to see if the 95 percent participation rate has been met. AYP will be determined for the entire group, subgroups of racial/ethnic, SES, IEP, ELL and for the subjects of reading and mathematics (grades 4, 8, & 11 until 2007-08). The minimum number of students in a group held accountable for participation rate is 40.
- 7. Full Academic Year (FAY). For accountability purposes under NCLB, a FAY will be determined for each individual student who was enrolled as of the first day of the testing period for ITBS and ITED in the previous school year, and enrolled through the academic year to the first day of the testing period for ITBS and ITED for the current school year. Answer sheets for ITBS and ITED can be coded with this information for the 2005-06 school year. When a grade level included in testing for accountability is the first grade level in a building, FAY will be based on each student's enrollment status in the district on the first day of testing the previous year, whether or not the student took a test.
- 8. Subgroup Coding. All students must be documented through a subgroup report. Coding for subgroups is completed on the lowa test answer forms. If a student is coded in a category that is not considered one of the five racial/ethnic categories recognized by the USDE for accountability, the district, when reporting scores for AYP accountability, must place the student in one of the five categories for AYP accountability. The five categories are African American, Asian, Hispanic, Native American, and White.
- 9. Notification to Parents Concerning Highly Qualified Teachers/Paraprofessionals (Appendix A). All districts receiving Title I funds must notify parents in Title I funded buildings that they may request information on their child's teacher qualifications. Information, at a minimum, must be provided that addresses the licensing requirements for the position held by the teacher, the licensure status, and educational background of the teacher. The availability of this information must be included in a formal notification through a newsletter, note to parents, etc. Suggested wording for the notification is included in Appendix A. If the child also receives services from an instructional paraprofessional, the parents should be notified and informed of the paraprofessional's qualifications upon request.

When any child is provided a substitute teacher for <u>four consecutive weeks</u> in a building that receives Title I funds and the substitute does not meet the highly qualified teacher definition, then the school must notify parents of this situation.

10. Highly Qualified Teachers (Appendix B). Districts report the number of "highly qualified" teachers on the spring Basic Educational Data Survey (BEDS) report. Any teacher hired after the first day of the 2002-03 school year and supported by Title I (A) funds must be "highly qualified." This information can be found at http://www.state.ia.us/educate/ecese/nclb/doc/housseproc.doc or Appendix B. Each local education agency (LEA) receiving Title I funds must ensure all teachers of core academic subjects are highly qualified by the end of the 2005-06 school year. The core academic areas are English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. These areas apply to all elementary and secondary teachers who are teaching in facilities or buildings under the authority of the local school district. A special education teacher who teaches any of these academic areas must have the state-required endorsement for the subject area, or the academic subject (curriculum) must be considered under the supervision of a teacher who is licensed appropriately for the academic area. If an LEA does not have all teachers in the core academic areas currently highly qualified, the LEA must develop a plan to ensure that all teachers will be highly qualified by the end of the 2005-06 school year. This plan must be on file at the local district level. Title II (A) funds may be used to assist teachers in becoming highly qualified.

- 11. Paraprofessionals. Paraprofessionals hired after January 8, 2002, in Title I funded buildings must meet the new standard of quality. They must be highly qualified at the end of the 2005-06 school year. See http://www.state.ia.us/educate/ecese/cfcs/ibp/para/index.html If the building is a district-wide building, this applies to all instructional paraprofessional staff. If the building is a targeted assistance building, this applies to only Title I funded instructional paraprofessional staff. The information on qualified paraprofessionals is collected on the annual Title I application.
- 12. Professional Development. Districts must provide professional development that incorporates scientifically based research into Title I targeted assistance and school-wide programs, Title II, Title III, and Title IV (A) Safe & Drug Free School programs. Additional assistance for high quality professional development is located at http://www.state.ia.us/educate/ecese/tqt/tc/doc/ipdm02.doc. Federal funds most commonly used to increase the proficiency of students in reading and mathematics are Title II (A) and Title V.
- **13. Academic Science Content Standards.** Every district must have in place science content standards for elementary (grades 3-5), middle (grades 6-9), and high school (grades 10-12) by the end of the 2005-06 school year. Since each lowa district has already verified on the fall 2004 CSIP Website that content standards for science are in place, no additional action is required at this time.
- **14. Technology Literacy.** Each district receiving E2T2 funds directly or receiving services within a consortium as a result of E2T2 funds must also define 8th grade technology literacy. By the fall of 2006, each district must have documentation within the district of the percentage of its 8th grade students who are considered technology literate. Guidance for this definition and reporting can be obtained from your local AEA media director.
- 15. English Language Learners Academic Proficiency. All ELLs, regardless of time in a language instructional program and level of proficiency in English, must be assessed annually in the areas of reading and mathematics. There is some flexibility for recently arrived ELLs (those who have been enrolled in U.S. schools for less than 10 months) for one test administration. For recently arrived ELLs, LEAs could use the reading score from the English language proficiency test. Recently arrived ELLs are still required to take the district-wide math assessment.
- **16.** English Language Learners Students' English Proficiency. All ELLs (K-12) must participate in the English language proficiency testing of their listening, speaking, reading, and writing skills each year. "Comprehension scores" are required, but there is no separate test for comprehension. It is a combination of scores. At the present time, assessments to be used for showing growth are in development. Continue to use the assessment currently in use by the district and wait for additional guidance from the DE. Districts are required to report the percentage of ELL proficiency each school year. This data will be collected by the DE using a Web-based application.
- 17. Language Library. No Child Left Behind requires school districts to provide information to families in an understandable and uniform format to the extent practicable in a language the parent can understand. Districts may access the Language Library at http://www.transact.com/public/default.htm. The TransACT NCLB Parent Communication Center is a comprehensive suite of online services for school district personnel that integrates these services:
 - Translation Library of General Education forms in 22 languages (also known as the lowal Language Library)
 - NCLB Parent Notifications in English, plus Accountability and Compliance Guides
- 18. Students with Disabilities District-wide Assessments. Each student with an IEP must be assessed in reading, mathematics, and science. The majority of students with an IEP are able to participate in the lowa Tests with or without accommodations. However, for students with the most significant cognitive disabilities, the lowa Alternate Assessment is available. This participation is determined by the IEP team. Guidelines for alternate assessment can be found at

http://www.state.ia.us/educate/ecese/cfcs/altassess/doc/ed_guide_2005_2006/91_appendix_b_forms_rev_050927.pdf

19. Students with Disabilities – Alternate Assessment Based on Alternate Achievement Standards. Students in grades 3-8 & 11 who are unable to participate in the regular district-wide assessments must be provided an alternate assessment. The IEP team makes this determination. Iowa's alternate assessment process consists of a body of evidence (portfolio), which measures student performance relative to at least one reading and one mathematics standard. Teachers collect evidence from three different methodologies (Review, Observe, and/or Task). Each portfolio must include at least three pieces of evidence for reading and at least three pieces of evidence for math. Nonregulatory guidance for alternate achievement standards for students with the most significant cognitive disabilities can be found at http://www.ed.gov/policy/elsec/guid/altguidance.doc.

For students using the portfolio process to demonstrate achievement through the alternate assessment, March 31 will be the "official" due date for the alternate assessment (i.e., due date for completion of portfolios and date for full academic year or FAY determinations). If a student is enrolled, even if not for a FAY, teachers are to collect evidence for a portfolio and submit it for scoring (this way, the student will count in the participation rate). If a student moves during the year, the portfolio must follow the student to the new district. Those who were continuously enrolled from the prior March 31 will be counted as having been enrolled for a FAY, and those results will be included with the AMO determinations.

Scores from the alternate assessment results are included in the total percentage of students who are deemed proficient at the school and/or district level. An executive summary of the alternate assessment is at http://www.state.ia.us/educate/ecese/cfcs/altassess/index.html

No more than 1 percent of the combined sum of the students tested in grades 4, 8, & 11 can be included in the alternate assessment proficiency results for the school or district. If the number of students taking the alternate assessment exceeds the district's 1 percent level as prescribed above, then the district must request an exception from the DE. This exception must be filed with the Division Administrator, Early Childhood, Elementary and Secondary Education, Grimes State Office Building, Des Moines, Iowa 50319, before alternate assessment portfolios are collected each year (April 1) so the DE can determine if the request for the exception is valid. The district can also file an appeal with the DE after AYP decisions for the school and/or district are made final.

- 20. Free and Reduced Lunch Status. As districts and buildings continue to implement programs, strategies, and efforts to improve the academic achievement of all students, there is continued emphasis on the students who comprise a subgroup membership. The National School Lunch Act established requirements and limitations regarding the release of information about children eligible for free and reduced price meals. The names of individual children certified for free and reduced price meals and the child's eligibility status can be released only to persons directly connected with the administration or enforcement of a federal or state education program. These programs include Title I, the National Assessment of Educational Progress, Carl D. Perkins Vocational and Technical Education Act of 1998, or NCLB. Eligibility status may be disclosed for these purposes only, without parental consent. Release of the information for any other purpose (i.e., eligibility for camp scholarships, holiday baskets, or student fees) requires a signed waiver from the parent or guardian. Students who receive free or reduced meals must have their eligibility status protected from public disclosure. There are financial penalties associated with any unauthorized disclosure of the status of students eligible for free and reduced price meals. All staff must remember that free and reduced eligibility cannot be shared in any public manner that would cause embarrassment or identification of an individual student or family to other students, staff or the public and can only be used for authorized purposes.
- 21. Safe Schools. lowa did not identify any schools as unsafe according to the rules adopted by the State Board of Education. Any student victims of violent crime as identified by the state must be provided the opportunity to transfer immediately to another public school building within the public school district. All students and their parents must be informed of this option if transfer options are available. Data for the safe school requirement is collected on the BEDS. The information regarding safe school criteria and the violent crime definition is at http://www.state.ia.us/educate/ecese/nclb/legis/chapter11.doc

- **22. Suspension and Expulsion.** Districts report the suspension and expulsion of all students on the spring BEDS. Suspension will only cover out-of-school suspensions of 10 days or more, not in-school suspensions. Guidance is provided on the spring BEDS form to assist in reporting.
- **23. Graduation Rate.** Graduation rates will be compiled at the state level from the BEDS data. The DE will continue to provide this information directly back to each school district until the state student management system has been in operation for four years. Graduation rates for the 2004-05 school year will likely not be available to districts until the winter of 2006.
- **24. Title IV (A) Indicators.** Districts report progress on Title IV (A) Safe and Drug-Free Schools indicators. Local education agencies must report progress on the performance indicators they identified last school year on the Title IV (A) budget application.
- 25. School Report Card (in Iowa—District APR). Districts must submit a school report card (APR) to the local community, the AEA, and the DE before the beginning of the school year that meets federal and state requirements. The DE plans to have a template available for a Web-based reporting system for the 2005-06 school year. Although it is expected that the APR will be Web-based for state reporting purposes, it is still the responsibility of the district to provide the APR in an understandable and uniform format, in more than one format, and to the extent practicable, in a language that parents can understand. Please refer to No. 17 for assistance. The APR must be available to all parents and guardians of students in the school system and must contain all required building-level data.
 - This report must include both the number and the percent of schools identified as a SINA and the name and length of time for the identification of each school.
 - Information must also be provided that informs the community of the actions being taken to improve academic achievement in identified SINA.
 - Graduation rates.
 - Percent of classes taught by highly qualified teachers.
 - Average daily attendance rate (elementary and middle/junior high school).
 - Percent of students in each achievement level in reading and mathematics on the ITBS and the ITFD
 - Achievement data should be disaggregated by race/ethnicity, gender, disability vs. non-disabled status, migrant status, English proficiency status, and economically disadvantaged vs. students who are not economically disadvantaged.
 - Other academic indicators, graduation rates or average daily attendance rates compared to state averages, as appropriate, and disaggregated, as appropriate.
 - Percent of students not tested by grade level and content area (disaggregated).
 - Information on standard error of measures of ITBS and ITED (will be provided to each LEA).

NCLB Requirements 2007-08 School Year

1. Elementary Science Assessment. Districts must test all 5th graders in science (in addition to the already required state reporting requirements for grades 8 & 11) using the ITBS or an equivalent test that tests the same standards as those tested by ITBS and meets the validity and reliability requirements determined by the DE, or the alternate assessment of science students in grades 5, 8, & 11 for the most significant cognitively disabled students. Staff development opportunities in the use of the science alternate assessment will be provided.

What Federal Programs are Included in NCLB?

Program	Title	DE Contact
Title I, Part A	Improving Basic Programs Operated by Local	Paul Cahill
	Educational Agencies	paul.cahill@iowa.gov
Title I, Part B	Subpart 1—Reading First	Carlene Lodermeier
		carlene.lodermeier@iowa.gov
Title I, Part B	Subpart 3—Even Start Literacy Programs	Susan Andersen
		susan.andersen@iowa.gov
Title I, Part C	Education of Migratory Children	Donna Eggleston
		donna.eggleston@iowa.gov
Title I , Part D	Prevention and Intervention Programs for	Rick Bartosh
	Children and Youth Who Are Neglected,	richard.bartosh@iowa.gov
	Delinquent, or At-Risk	
Title I, Part F	Comprehensive School Reform	Rita Martens
		<u>rita.martens@iowa.gov</u>
Title II, Part A	Teacher and Principal Training and	Jim Reese
	Recruiting Fund	jim.reese@iowa.gov
Title II, Part D-1	Enhancing Education through Technology	John O'Connell
		john.oconnell@iowa.gov
Title III	Language Instruction for Limited English	Carmen Sosa
	Proficient	<u>carmen.sosa@iowa.gov</u>
Title IV, Part A-1	Safe and Drug-Free Schools and	Jane Todey
	Communities	jane.todey@iowa.gov
Title IV Dowt D	21 st Century Community Learning Centers	loo Horrity
Title IV, Part B	21 Century Community Learning Centers	Joe Herrity joe.herrity@iowa.gov
Title V, Part A	Innovative Programs	Ray Morley
Title V, Fait A	illiovative Flogranis	ray.morley@iowa.gov
Title VI Port A and P	Dural Education Ashiovament Program	Jim Reese
Title VI, Part A and B	Rural Education Achievement Program	
	(REAP) and Transferability of Funds	jim.reese@iowa.gov

Budget applications for the above programs can be found at http://www.state.ia.us/educate/ecese/nclb/budget.html

Rural Education Achievement Program (REAP). Alternative use of funds is provided to rural districts to meet specific identified needs. Eligible LEAs may transfer up to 100 percent of NCLB formula grant funds <u>FROM</u> Title II (Part A), Title II (Part D), Title IV (Part A), and Title V <u>TO</u> Title I (Part A), Title II (Part A), Title II (Part D), Title III, Title IV (Part A), Title IV (Part B), and Title V. Eligibility of districts is determined each year by the USDE. There are 168 lowa school districts eligible for REAP this school year (see Appendix C for list of districts); allocations for the eligible districts can be found at http://www.ed.gov/programs/reapsrsa/grant05/ia.xls. The transferred funds increase the funding available to the receiving program and are subject to all of the rules and requirements of the receiving program. (See form – Appendix D)

Transferability of Funds for LEAs. Title VI (A) (2) allows LEAs to transfer up to 50 percent of NCLB formula grant among four programs: Title II (Part A), Title II (Part D), Title IV (Part A), and Title V. Funds may also be transferred into, but not from, Title I (Part A). All LEAs, not covered by REAP and not identified as a district in need of improvement, may take advantage of this flexibility. A district that has been identified for improvement may only transfer up to 30 percent of each fiscal year's funds it receives by formula. If an LEA is identified for corrective action, it may not transfer any funds. Even though a district may transfer 50 percent of the funds into another program, the program requirements for all of the programs still remain because there are still funds attributed to each program. Districts must notify the DE 30 days in advance of any fund transfers. (See form – Appendix E)

Frequently Asked Questions. An FAQ for NCLB is maintained at https://www.edinfo.state.ia.us/tcdiscussion/faq post.asp?g=4

Appendices

Appendix A

Sample Parent Notification No Child Left Behind Requirement

Parents'/Guardians' Rights Notification:

Parents/Guardians in the about the following qualifications of their child's teacher and content areas taught, the current licensing status of certification/degree. You may also request the qualifications your student in a Title I program or if your schools about the following teachers.	of your child's teacher, and baccalaureate/graduate ations of an instructional paraprofessional who
Parents/Guardians may request this information from the Office of the Superintendent by calling	
or sending a letter of req	uest to Office of the Superintendent, Street
City, State Zip.	

Appendix B

Iowa Criteria For Meeting the NCLB Requirements For Highly Qualified Teachers

Or

HOUSSE (High Objective Uniform State Standard of Evaluation)

All lowa teachers must meet requirements of the lowa Administrative Code for their specific teaching assignment. No teacher may be employed by a school district unless they hold a beginning or standard license to teach. lowa does not grant emergency licensure to individuals who have not completed their baccalaureate degree in a State Board of Education approved practitioner preparation program.

To meet No Child Left Behind (NCLB) requirements, teachers who were first certified to teach in lowa on or before June 30, 2002, and who retain a valid license, are considered highly qualified in the area of teaching responsibility if they meet the requirements listed below for each level.

These requirements represent the Iowa "High Objective Uniform State Standard of Evaluation" or "HOUSSE" as authorized by the federal program NCLB.

Admission and Pre-service Levels:

To be admitted to a teacher education program in lowa, an individual must achieve a designated score on a basic skills entrance examination. Each candidate must demonstrate proficiency on rigorous standards and competencies through performance on multiple assessments on content knowledge, professional knowledge, and pedagogy. The assessment system of each teacher preparation institution is part of the approval process of the State Board of Education.

All teachers graduate from Iowa approved teacher preparation programs with a baccalaureate degree and have completed coursework equivalent to a major for the endorsements needed for specific teaching assignments. Each teacher candidate must be recommended by the college and complete a background check in order to obtain an initial license in Iowa.

Beginning Teacher Level:

Each beginning teacher must successfully complete a two-year sequential mentoring and induction program based on the eight lowa Teaching Standards. Standard No. 2 of the eight standards requires competence in subject matter or content knowledge. Each beginning teacher is also comprehensively evaluated on the lowa Teaching Standards. The evaluation must be completed by an educator who has completed evaluator training, has demonstrated competence in the area, and is licensed by the Board of Educational Examiners. The beginning teacher must demonstrate competence on the lowa Teaching Standards as determined by the comprehensive evaluation in order to be recommended for a standard license.

Career Teacher Level:

After July 1, 2005, all career teachers, or those who possess a standard license, will be evaluated on the lowa Teaching Standards. These teachers must continue to demonstrate competence through performance evaluations conducted at least once every three years by a certified evaluator. Career teachers will develop an individual career development plan that is aligned with the district's long-range student learning goals and the lowa Teaching Standards by July 1, 2005. Each school district must provide access to professional development opportunities. This access is available through the district's career development plan. This plan is included in the district's Comprehensive School Improvement Plan which must be approved by and placed on file with the lowa Department of Education. This career plan must align with the lowa Teaching Standards, student achievement goals, and support the development needs of the district's teachers.

The following chart illustrates a delineation of requirements for each level:

IOWA'S HIGHLY QUALIFIED TEACHERS

TO BE HIGHLY QUALIFIED, TEACHERS IN CORE ACADEMIC SUBJECTS MUST SATISFY THE FOLLOWING REQUIREMENTS	TEACHERS APPLYING FOR AN INITIAL IOWA LICENSE	CURRENT TEACHERS
A. Degree	Hold a valid baccalaureate degree with an endorsement (equivalent to a major) in specific content areas required for licensure to teach in the state of lowa.	* Hold a valid baccalaureate degree with an endorsement (equivalent to a major) in specific content areas required for licensure to teach in the state of lowa.
B. Licensure	State License. All teachers must complete a full academic major or the equivalent for specific content areas required by the state of lowa. An initial teaching license is issued to all individuals who are new to the profession.	* State License. In order to receive a Standard Teaching License, beginning teachers must participate in a two-year mentoring and induction program and be evaluated by a trained and licensed evaluator who must certify that the teacher is competent on all eight of the lowa Teaching Standards. Career teachers (those who have successfully completed their first two years of teaching) must complete six units of continued training to renew their license to teach. These units may be gained through approved professional development programs that emphasize research-based strategies.
C. Subject Matter Competency	1. Complete an lowa approved practitioner preparation program that requires candidates to: a) Pass a standardized test on language arts and math as a condition for preadmission to a teacher education program.*** b) Complete at least one teaching area major or the equivalent.*** c) Complete a rigorous performance based preparation program that uses multiple assessments to verify competence in: (1) Subject matter knowledge at the	 Beginning Teachers (1st and 2nd year) Mentoring and Induction: Complete a state approved two-year, sequential mentoring program based on the Iowa Teaching Standards. Iowa Teaching Standard No. 2 focuses on subject matter content knowledge. Evaluation by Approved Teacher Evaluators: Trained and state licensed evaluators evaluate all beginning teachers on the Iowa Teaching Standards. Iowa Teaching Standard No. 2 focuses on subject matter content knowledge. OR Career Teachers (more than two years of teaching): a) Evaluation by Approved Teacher Evaluators by July 2005, career teachers will be

TO BE HIGHLY QUALIFIED, TEACHERS IN CORE ACADEMIC SUBJECTS MUST SATISFY	TEACHERS APPLYING FOR AN	
THE FOLLOWING	INITIAL IOWA LICENSE	CURRENT TEACHERS
REQUIREMENTS		
	appropriate level* (2) Pedagogical knowledge at the appropriate level (3) Ability to apply knowledge of content and pedagogy to practice at the appropriate level** d) Complete a criminal background check. e) Receive higher education institutions' recommendation for state licensure. OR 1. Complete an out-of-state practitioner program, and 2. Receive out-of-state licensure/certification, and 3. Meet any lowa standards that are deficient with the out-of- state preparation and/or licensure.	evaluated on the Iowa Teaching Standards. Iowa Standard No. 2 focuses on subject matter content. Evaluations must be conducted by trained and Iowa licensed evaluators. b) Career Development Plans: Beginning in July 2005, career teachers will develop individual career development plans that are aligned with the district's long-range student learning goals and the Iowa Teaching Standards. Iowa Standard No. 2 focuses on subject matter content. Additionally, each district must include a career development plan in its CSIP. This plan must be aligned with the Iowa Teaching Standards (Standard No. 2 focuses on subject matter content knowledge), student achievement goals, and the needs of the district's teachers. The Iowa Department of Education must approve the district CSIP.

*Institutions use a wide variety of procedures and instruments to assess subject matter content knowledge. Examples include: cumulative grade point average, grade point average in the major and/or in the professional education core, unit and lesson plans, required portfolio contents, recommendations by subject area faculty, evaluations by cooperating teachers during field experiences and/or student teaching, etc.

NOTE: lowa teachers are licensed at one of the following levels: early childhood, elementary, or secondary. Middle school teachers complete the middle school endorsement that must be added to either an elementary or a secondary level license.

^{**}The ability to apply knowledge of content and pedagogy to practice is assessed during multiple field experiences (a minimum of 50 clock hours prior to student teaching) plus a minimum of a full semester of student teaching.

^{***}The equivalent of a major is defined by the state licensure rules for adding an endorsement. In most cases, the endorsement requires a minimum of 24 hours.

^{****}Pre-admission basic skills test: Each institution must administer a standardized test that assesses candidates basic skills (at least language arts and math). Many institutions use the PRAXIS I test. Candidates must meet or exceed the minimum cutoff score in order to be admitted to a teacher preparation program. Admission is denied to any candidate who does not meet the required score.

Appendix C

IOWA REAP ELIGIBLE DISTRICTS (2005-06 SCHOOL YEAR)

Adair-Casey Community School District AHST Community School District Akron Westfield Community School District Albert City-Truesdale Community School District Alburnett Community School District Alden Community School District Allison-Bristow Community School District Alta Community School District

Andrew Community School District Anita Community School District Anthon-Oto Community School District

Armstrong-Ringsted Community School District

Ar-We-Va Community School District Aurelia Community School District Baxter Community School District **Bedford Community School District** Bennett Community School District Boyden-Hull Community School District Boyer Valley Community School District C & M Community School District

CAL Community School District Calamus/Wheatland Community School District

Central City Community School District Central Community School District Central Lyon Community School District Charter Oak-Ute Community School District

Clarksville Community School District

Clay Central-Everly Community School District

Clearfield Community School District Collins-Maxwell Community School District Colo-Nesco Community School District

Coon Rapids-Bayard Community School District Corwith-Wesley Community School District

Danville Community School District

Deep River-Millersburg Community School District

Delwood Community School District Diagonal Community School District **Dows Community School District Dunkerton Community School District** Earlham Community School District East Buchanan Community School District

East Central Community School District East Greene Community School District East Union Community School District

Eastern Allamakee Community School District Edgewood-Colesburg Community School District Elk Horn- Kimballton Community School District **English Valleys Community School District**

Essex Community School District Exira Community School District

Fredericksburg Community School District

Farragut Community School District

Fremont Community School District Fremont Mills Community School District Galva-Holstein Community School District George-Little Rock Community School District Gilmore City-Bradgate Community School District Glidden-Ralston Community School District

GMG Community School District Graettinger Community School District Grand Community School District Greene Community School District **Guthrie Center Community School District** Hamburg Community School District

Harmony Community School District

Harris-Lake Park Community School District

Highland Community School District HLV Community School District

Hubbard-Radcliffe Community School District

IKM Community School District

Interstate 35 Community School District Janesville Consolidated School District

Keota Community School District

Kingsley-Pierson Community School District

Lamoni Community School District

Laurens-Marathon Community School District Lawton Bronson Community School District

Lenox Community School District Lineville-Clio Community School District Lone Tree Community School District LuVerne Community School District Lynnville-Sully Community School District

Madrid Community School District Malvern Community School District Manning Community School District Maple Valley Community School District Marcus-Meriden-Cleghorn Community School District

Martensdale-St. Marys Community School District Melcher-Dallas Community School District

Meservey-Thornton Community School District

Midland Community School District Montezuma Community School District Moravia Community School District Mormon Trail Community School District Morning Sun Community School District Moulton-Udell Community School District

Murray Community School District New London Community School District New Market Community School District Newell-Fonda Community School District Nishna Valley Community School District Nora Springs-Rock Falls Community School

District

North Central Community School District North Iowa Community School District North Kossuth Community School District North Mahaska Community School District North Tama County Community School District North Winndeshiek Community School District Northeast Hamilton Community School District Northwood-Kensett Community School District Odebolt-Arthur Community School District Olin Consolidated School District Orient-Macksburg Community School District Paton Churdan Community School District Pomeroy-Palmer Community School District Postville Community School District Prescott Community School District Preston Community School District Remsen-Union Community School District Riceville Community School District River Valley Community School District Rockwell City-Lytton Community School District Rockwell-Swaledale Community School District Rudd-Rockford-Marble Rock Community School District Russell Community School District Ruthven-Ayrshire Community School District Sac Community School District Schaller-Crestland Community School District Schleswig Community School District Sentral Community School District Seymour Community School District Sheffield-Chapin Community School District Sidney Community School District

Sioux Central Community School District

South Clay Community School District

South Page Community School District South Winneshiek Community School District Southeast Warren Community School District Southeast Webster Community School District Southern Cal Community School District Springville Community School District Stanton Community School District Stratford Community School District Terril Community School District Titonka Consolidated School District Tri-County Community School District Tripoli Community School District Turkey Valley Community School Twin Cedars Community School District Twin Rivers Community School District United Community School District Valley Community School District Van Meter Community School District Ventura Community School District Villisca Community School District WACO Community School District Wall Lake View Auburn Community School District Walnut Community School District Wayne Community School District West Bend - Mallard Community School District West Central Community School District West Harrison Community School District West Sioux Community School District Whiting Community School District Winfield-Mt. Union Community School District Woden-Crystal Lake Community School District Woodbine Community School District Woodbury Central Community School District

Appendix D

REAP Eligible School Districts Transfer of Funds TITLE VI, PART B, SUBPART 1 (SMALL, RURAL SCHOOL ACHIEVEMENT PROGRAM)

NOTE: A local school district eligible for and receiving REAP funds directly from the U. S. Department of Education may transfer up to 100 percent of NCLB formula grant funds <u>FROM</u> the following programs - Title II (Part A), Title II (Part D), Title IV (Part A), and Title V (Part A) - <u>INTO</u> any of the following programs - Title I (Part A), Title II (Part A), Title II (Part D), Title III, Title IV (Part A), Title IV (Part B), and Title V (Part A). The transferred funds increase the funding available to the receiving program and are subject to all of the rules and requirements of the receiving program. The school district must complete this form and submit it to the lowa Department of Education before February 1 of each school year.

Complete this form and submit to:

Gretchen Kelley
Bureau of Instructional Services
Iowa Department of Education
Grimes State Office Building
Des Moines, Iowa 50319
OR e-mail gretchen.kelley@iowa.gov
OR fax to Gretchen Kelley at 515-242-6025

School District		
Contact		
Telephone #		
e-mail address		
Date		
Title II (A	Is are being transferred FROM (check one or more):) - Teacher Quality) - Technology A) - Safe and Drug Free	
IITIE V (A) - Innovative Programs	
Funds transferred TO one or more of the following programs:		
	Amount being transferred:	
Title I (A) Title II (A) Title II (D) Title III Title IV (A) Title IV (A) Title IV (A) Title IV (A)	A)	

Transferability of Federal Funds TITLE VI, PART A, SUBPART 2

NOTE: A local school district (exception = school district identified for improvement or subject to corrective action) may transfer not more than 50 percent of the funds allocated to it <u>FROM</u> Title II (Part A), Title II (Part D), Title IV (Part A), and Title V (Part A) for a fiscal year <u>TO</u> one or more of the following programs: Title I (Part A); Title II (Part A); Title II (Part D); Title IV (Part A); and Title V (Part A). A school district identified for improvement under Title I provisions may transfer not more than 30 percent of the funds allocated to it under Title II (Part A), Title II (Part D), Title IV (Part A), and Title V (Part A) to Title I (Part A) for improvement activities or to Title II (Part A), Title II (Part D), Title IV (Part A), and Title V (Part A), provided funds are used only for improvement activities. A school district subject to corrective action may not transfer any funds. Districts must notify the Department 30 days in advance of any fund transfers.

Complete this form and submit to:

Gretchen Kelley
Bureau of Instructional Services
Iowa Department of Education
Grimes State Office Building
Des Moines, Iowa 50319
OR e-mail gretchen.kelley@iowa.gov
OR fax to Jim Reese at 515-242-6025

School District	
Contact	
Telephone #	
e-mail address	
Date	
Title program funds are being transferred FROM (check one or more): Title II (A) - Teacher Quality Title II (D) (1) - Technology Title IV (A) (1) - Safe and Drug Free Title V (A) - Innovative Programs Funds transferred TO one or more of the following programs:	
	Amount being transferred:
Title I (A) Title II (A) Title II (D) Title IV (A) Title V (A)))